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AUTHOR Davis, James R.
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ABSTRACT

It is argued in this book that postsecondary instructors have to improve their performance in the classroom not only by achieving a better understanding of how teachers teach, but also of how learners learn. Most postsecondary teachers are well trained in their disciplines, but few have received formal training in how to teach or have acquired an understanding of how learning occurs. Without guidance, most teachers find and become comfortable with only one teaching strategy and confine themselves solely to it. This volume puts student learning at the center of the discussion, translates recent research on learning into a form useful for college teachers, and integrates it with current thinking on teaching to construct a framework or model for effective classroom communication. The book begins with an examination of the perspectives at work in any teaching situation: subject, setting, and student diversity; then, it explores the relationship of learning to teaching as it applies to specific strategies such as training and coaching, lecturing and explaining, inquiry and discovery, groups and teams, and experience and reflection. A final section discusses choosing and using teaching strategies. (LL)

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